



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2012-2013:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Hall-Dale High School

SAU: RSU 02

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# 2013-2014 NCLB Report Card

**School:** Hall-Dale High School  
**SAU:** RSU 02  
**Grade:** High School

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	83	80	96	51	47	47	9	43	28	21	78	2	0
	2012-2013	63	57	90	40	38	48	7	33	44	16	56	1	0
Female	2011-2012	40	38	95	45	43	51	8	37	29	26			
	2012-2013	28	27	96	44	42	51	4	41	37	19			
Male	2011-2012	43	42	98	57	52	43	10	48	26	17			
	2012-2013	35	30	86	37	33	45	10	27	50	13			
Caucasian/White	2011-2012	79	77	97	49	46	48	8	42	29	22			
	2012-2013	62	56	90	41	38	49	7	34	43	16			
African American/Black	2011-2012	3	2	67			28							
	2012-2013	1	1	100			23							
Hispanic	2011-2012	0	0				30							
	2012-2013	0	0				39							
Asian or Pacific Islander	2011-2012	1	1	100			48							
	2012-2013	0	0				50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	0	0				24							
Economically Disadvantaged	2011-2012	34	31	91	26	33	31	3	23	39	35			
	2012-2013	22	18	82	17	27	33	<1	17	67	17			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	13	10	77	30	31	16	<1	30	20	50			
	2012-2013	13	9	69		34	14							
Limited English Proficient	2011-2012	0	0				13							
	2012-2013	0	0				10							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2013-2014 NCLB Report Card

**School:** Hall-Dale High School  
**SAU:** RSU 02  
**Grade:** High School

Mathematics Assessment Data												
School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
				School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
2011-2012	83	80	96	46	40	47	6	40	33	21	78	2
2012-2013	63	57	90	35	37	48	4	32	33	32	56	1
2011-2012	40	38	95	32	30	46	3	29	37	32		
2012-2013	28	27	96	30	37	47	<1	30	44	26		
2011-2012	43	42	98	60	50	47	10	50	29	12		
2012-2013	35	30	86	40	38	49	7	33	23	37		
2011-2012	79	77	97	44	38	48	5	39	34	22		
2012-2013	62	56	90	36	38	49	4	32	32	32		
2011-2012	3	2	67			21						
2012-2013	1	1	100			18						
2011-2012	0	0				32						
2012-2013	0	0				36						
2011-2012	1	1	100			55						
2012-2013	0	0				61						
2011-2012	0	0				33						
2012-2013	0	0				29						
2011-2012	34	31	91	26	28	30	3	23	35	39		
2012-2013	22	18	82	17	24	31	<1	17	33	50		
2011-2012	0	0										
2012-2013	0	0										
2011-2012	13	10	77	30	17	15	10	20	10	60		
2012-2013	13	9	69		21	14						
2011-2012	0	0				15						
2012-2013	0	0				15						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

**School:** Hall-Dale High School  
**SAU:** RSU 02  
**Grade:** High School

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	83	83	100	49	48	44	7	42	25	25	81	2
	2012-2013	63	57	90	42	41	41	5	37	35	23	56	1
Female	2011-2012	40	40	100	35	35	40	3	33	28	38		
	2012-2013	28	27	96	33	36	37	4	30	52	15		
Male	2011-2012	43	43	100	63	62	49	12	51	23	14		
	2012-2013	35	30	86	50	47	44	7	43	20	30		
Caucasian/White	2011-2012	79	79	100	48	48	45	6	42	27	25		
	2012-2013	62	56	90	43	43	42	5	38	36	21		
African American/Black	2011-2012	3	3	100			20						
	2012-2013	1	1	100			17						
Hispanic	2011-2012	0	0				32						
	2012-2013	0	0				30						
Asian or Pacific Islander	2011-2012	1	1	100			45						
	2012-2013	0	0				45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	0	0				22						
Economically Disadvantaged	2011-2012	34	34	100	32	43	30	6	26	21	47		
	2012-2013	22	18	82	22	30	27	6	17	39	39		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	13	13	100	23	28	16	8	15	23	54		
	2012-2013	13	9	69		24	12						
Limited English Proficient	2011-2012	0	0				10						
	2012-2013	0	0				10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2013-2014 NCLB Report Card

**School:** Hall-Dale High School  
**SAU:** RSU 02  
**Grade:** High School

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
				2011-12 % Proficient	2012-13				2017-18 Performance Targets	
Number Enrolled	Percent Participated	Average Percent	Targets		Number Tested	Number Proficient	% Proficient			
Whole School	62	92	96	52	56	52	21	40	76	82
Female	28	*		46	51	24	11	46	73	75
Male	34	*		57	61	28	10	36	79	87
Caucasian/White	61	92	95	50	54	52	21	40	75	81
African American/Black	1	*		*		0	*	*		100
Hispanic	0	*		*		0	*	*		0
Asian or Pacific Islander	0	*		*		0	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	22	*		27	33	15	3	20	64	72
Not Economically Disadvantaged	40	*		67	70	37	18	49	84	91
Migrant	0	*		*		0	*	*		0
Not Migrant	62	92	96	52	56	52	21	40	76	82
Students with Disabilities	12	*		30	36	9	*	*	65	67
Students without Disabilities	50	96		55	59	43	18	42	78	89
Limited English Proficient	0	*		*		0	*	*		100
Not Limited English Proficient	62	92	96	52	56	52	21	40	76	81
Super Subgroup	25	*		30	36	18	4	22	65	
Non-Super Subgroup	37	*		71	73	34	17	50	86	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
 A blank cell indicates data are not available.  
 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

**School:** Hall-Dale High School  
**SAU:** RSU 02  
**Grade:** High School

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
				2011-12 % Proficient	2012-13				2017-18 Performance Targets	
	Number Enrolled	Percent Participated	Average Percent		Targets	Number Tested	Number Proficient	% Proficient		
Whole School	62	92	96	47	51	52	19	37	74	82
Female	28	*		32	38	24	8	33	66	75
Male	34	*		60	63	28	11	39	80	87
Caucasian/White	61	92	95	45	50	52	19	37	73	81
African American/Black	1	*		*		0	*	*		100
Hispanic	0	*		*		0	*	*		0
Asian or Pacific Islander	0	*		*		0	*	*		100
American Indian or Native Alaskan	0	*		*		0	*	*		0
Economically Disadvantaged	22	*		27	33	15	3	20	64	72
Not Economically Disadvantaged	40	*		59	62	37	16	43	80	91
Migrant	0	*		*		0	*	*		0
Not Migrant	62	92	96	47	51	52	19	37	74	82
Students with Disabilities	12	*		30	36	9	*	*	65	67
Students without Disabilities	50	96		49	53	43	17	40	75	89
Limited English Proficient	0	*		*		0	*	*		100
Not Limited English Proficient	62	92	96	47	51	52	19	37	74	81
Super Subgroup	25	*		27	33	18	4	22	64	
Non-Super Subgroup	37	*		64	67	34	15	44	82	

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
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**School:** Hall-Dale High School  
**SAU:** RSU 02

## Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	11	5	7	4	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.